Addendum #1 (November 8, 2012): Amended RFI Information Session date. Revisions are highlighted in yellow as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

Addendum #2 (November 20, 2012): Amended Key Terms and Attachment 8 sections to include the requirement that all Levy-funded schools administer WaKIDS and MAP in fall and spring beginning in school year 2013-2014. Revised instruction listed in Attachment 5 PreK-3 Alignment and Collaborate Efforts. Updated Attachment 8A: Math/Science and Attachment 8B: Reading/Writing headers. Revised high-end budget cited in Attachment 10 Annotated Budget. Revisions are highlighted in gray as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

Addendum #3 (November 21, 2012): In Attachment 3: Data Analysis revised page limit from 4 to 6 pages and clarified must discuss math AND/OR science and reading AND/OR writing in Part III: Data Analysis. Added a new bullet that includes analysis of school readiness data to the Rating Criteria Data Analysis Summary section. Altered wording in bullet two of Rating Criteria Data Analysis Summary section. Revisions are highlighted in light blue as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

City of Seattle Office for Education
Families and Education Levy

Elementary School Innovation
Request for Investment
Updated November 21, 2012 (Addendum #3)

INTRODUCTION

The Office for Education Division (OFE) in the Department of Neighborhoods (DON) is requesting plans from Seattle Public Schools' elementary schools that seek an investment from the City of Seattle Families and Education Levy (Levy) approved by voters in 2011.

OFE will award up to four elementary school Levy Innovation investment funding beginning in school year 2013-14. ***Elementary Schools seeking an Innovation investment are responsible for submitting a Request for Investment (RFI) to be considered for funding.***

OFE is using a two-part process to deliver Levy programming. Part I is a Request for Qualifications (RFQ) process to determine which community organizations may partner with funded Innovation high schools. Schools do not participate in Part I. Part II is a Request for Investment (RFI) process in which eligible elementary schools apply for Levy Innovation funding through a competitive process. Please see Exhibit A for more information regarding the RFQ and RFI processes.

2011 FAMILIES AND EDUCATION LEVY GOALS

Goals of the 2011 Families and Education Levy

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

Levy investments will be used to advance the stated goals, but with a particular focus on closing the achievement gap for low-income students, students of color and English language learners.

INNOVATION ELEMENTARY SCHOOL OVERVIEW

The Levy will invest in up to **four Innovation** Elementary Schools during this RFI cycle. Elementary schools that are successful in the Request for Investment (RFI) process will receive Levy investments in exchange for achieving specific results related to the Levy outcomes and indicators. Each school will propose its own outcome and indicator targets, based on the needs of their students. OFE will then coordinate with selected Innovation Elementary Schools to finalize outcomes, indicators, and targets based on an analysis of school-specific data and performance trends. Schools meeting their annual performance targets will continue to receive Levy funding for the remainder of the 2011 Levy (through school year 2018-19).

Innovation Schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors (see "Focus Students" in Key Terms section of this RFI).

Elementary and K-8 schools are eligible to apply for elementary RFI if:

1. A school that receives Title I;
2. A school that has been rated by Seattle Public Schools as having an overall Segmentation Level of Level 1 or Level 2;
3. A school that has been rated by Seattle Public Schools as having an overall Segmentation Level of Level 3 but its Absolute Rating is at a Level 1 or Level 2; or,
4. A new school that has a free and reduced-price lunch population and/or an English language learners' population that is above the district averages.

In addition, any school that was eligible to apply last year, but no longer meets the above criteria, is still eligible to apply for funds this year. Please see Exhibit B for complete list of elementary schools eligible to apply.

Innovation schools will be **awarded between $200,000 and $316,000 for school year 2013-14** with 25% of those funds contingent on meeting the school-specific outcome and indicator targets. The amount awarded to each school will depend on the level of need and the quality of the RFI plan submitted. The goal of the Elementary School Innovation investment is to provide schools with the flexibility needed to implement the strategies that will best meet the needs of their focus students and ensure positive student results. Levy investments should be integrated into existing school systems to enable schools to align academic interventions and support services with specific student needs.

Innovation schools must address <u>each</u> of the following four Key Components[1] in their RFI application:

1.   Pre-K-3 Alignment and Collaboration
2.   Extended In-School Learning Time
3.   Out-of-School Time/Expanded Learning Opportunities
4.   Social, Emotional, Behavioral, and Family Support

KEY TERMS

<u>Outcomes and Indicators for Elementary Schools</u>

The Levy uses performance measures to determine the impact of Levy-funded strategies on students. "Outcomes" measure progress toward the Levy goals. "Indicators" serve as supporting measures and assess progress toward the outcomes.

NOTE: All Innovation Elementary Schools <u>must</u> have at least two outcomes from the list below.

Outcomes:

1. Kindergarten students meeting age-level expectations in each domain of WaKIDS (GOLD)
2. 1st -2nd grade students making annual typical growth on reading MAP
3. 1st -2nd grade students making annual typical growth on math MAP
4. Schools improving the percentage of students meeting standard in 3rd grade math and/or reading
5. 4th – 5th grade students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
6. 4th – 5th grade students advancing from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
7. Schools improving on state tests in 5th grade science and/or 4th grade writing from year to year

Indicators:

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[1] See "Key Components" in the Families and Education Key Terms section of this RFI for more information.

1. 3rd – 5th grade students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and reading)
2. 3rd – 5th grade students making annual typical growth on reading MAP
3. 3rd – 5th grade students making annual typical growth on math MAP
4. Students absent fewer than 5 days per semester, excused or unexcused
5. English language learners making gains on state English proficiency test

<u>Important note: All Levy-funded schools must administer the WaKIDS and MAP during the fall and spring beginning in school year 2013-14.</u>

Focus Students

Focus students are identified by the following risk factors:

1. Failure to meet age level expectations as measured by the WaKIDS Teaching Strategies Gold Assessment
2. Failure to meet grade-level standard on state assessments
3. Failure to make typical growth on Measures of Academic Progress (MAP)
4. Failure to make gains on the state English language proficiency test
5. Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam
6. Poor attendance, defined by missing 5 or more days per semester, excused or unexcused
7. School entry after the beginning of the year

Four Areas of Concentration

The Levy goals are achieved by making investments in four "areas of concentration." Schools develop and implement strategies in these four areas to improve academic results for their students. Schools' efforts are then assessed through outcomes and indicators tied to the following four different areas of concentration:

A. Math/Science
B. Reading/Writing
C. Attendance
D. English Language Acquisition

Key Components

"Key components" refers elements that are both required and recommended to be incorporated into schools' service delivery models. The key components are research-based elements linked to achieving the Levy goals. The Levy considers the following Key Components as crucial elements to a successful Innovation elementary school model:

1) PreK –3 Alignment and Collaboration

Not all children enter kindergarten ready to learn and not all schools are ready to support them. The Levy is making significant investments in early learning programs that help children get ready for kindergarten through high quality preschool programs that focus on academic, social and physical development. Early learning providers and

elementary school teachers need to work collaboratively to develop a coherent framework of programs and services to improve academic outcomes for struggling students. Innovation Elementary Schools may have:

- Aligned curriculum and assessments across the PreK-3 continuum
- Systems for tracking and sharing data and information
- Transition processes that systematically places students in the appropriate classrooms and programs at each grade level
- Processes for assessing student progress K-3 and systematically sharing data with early learning providers
- Supplemental academic supports for students not meeting standards for K-3
- Joint professional development that includes teams of PreK through 3rd grade teachers and administrators
- Preschool classrooms and after-school care in the building are integrated into the school community
- Process for engaging families in understanding and supporting their child's developmental and academic progress

Elementary schools chosen to receive Elementary Innovation Investments are required to administer the Teaching Strategies Gold assessment in the fall and spring.

In addition, schools may be required to participate in the Classroom Assessment Scoring System (CLASS) Study conducted by the University of Washington's School of Education. The CLASS is an observational assessment that will be conducted annually. The Office of the Superintendent of Public Instruction and the Department of Early Learning have contracted with the University of Washington to validate the link between the CLASS and child developmental and academic outcomes. For more information about the CLASS, see Exhibit C.

Elementary schools will form strong partnerships with Step Ahead programs, after-school programs, and community childcare providers to ensure effectiveness of kindergarten transition systems and processes.

All elementary schools chosen to receive Elementary Innovation Investments are expected to partner with their Levy-funded Step Ahead preschool programs (see Exhibit D for list of providers) on:

a) Joint PreK and kindergarten enrollment nights and other transition events;
b) Systems to share information and academic data, as appropriate; and,
c) Joint professional development.

2) Extended In-School Learning Time

Extended in-school learning time provides students with additional focused instruction from a certified teacher during the week and/or during school breaks. Extended in-school learning should provide:

- More time for students to master targeted academic skills
- Opportunities to build stronger relationships between teachers and students

- More time for planning, data analysis, and appropriate quality professional development for staff
- Opportunities for small group learning
- Standards-based instruction that provides students with the additional math or literacy learning opportunities aligned to their specific academic needs.
- Appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

Extended in-school learning time is a particularly effective strategy for improving the academic performance of English language learners (ELL) and students who lack proficiency in academic English. Characteristics of schools effectively serving ELLs include:

- All instructional staff (principal, teachers, and instructional aides) trained in language acquisition instructional strategies.
- A clearly articulated, research-based instructional strategy for English language learners. This includes everything from sheltered-immersion programs to late-exit bilingual classes.
- Supplemental materials that fill in gaps in core curriculum programs for English language learners.
- Appropriate assessments that allow teachers to monitor gains in English proficiency and content knowledge in subjects like math and science.

3) Expanded Learning Opportunities

Expanded Learning Opportunities (ELO), such as Community Learning Centers (CLCs), are learning opportunities outside the structure of the regular school day or year. These are learning opportunities provided by a certificated or non-certificated person outside the structure of the regular school day or during the school day. ELOs recognize that student learning is important both in and outside of the classroom. Schools with effective ELOs programming will include the following:

1. Develop and maintain a system of sharing student information and data between the school and the ELO provider.

2. Implement programs and activities that are aligned with academic content standards and assessments (Common Core Standards).

3. Implement quality assessment tools to improve practice.

4. Provide students with the additional math or literacy learning opportunities aligned to their specific academic needs.

5. Provide opportunities for small group learning (one-on-one tutoring, homework help, targeted small group instruction).

6. Use appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

7. Ensure that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including, English language learners, immigrants, and refugees.

8. Provide targeted support during student transitions (Pre-K to K and 5th to 6th).

4) Social, Emotional, Behavioral, and Family Support

There are some families who require intensive, consistent, and multi-tiered system of interventions to ensure their children have the support to be successful in school. The Levy intends to provide needed support to focus students by identifying and addressing non-academic barriers to learning, including social/emotional, behavioral or attendance issues. By identifying and addressing the non-academic barriers to learning, schools provide support that students need, particularly at key transition points.

Social, Emotional, Behavioral, and Family Support services should be an integrated part of the school's approach to improving their students' academic outcomes. Generally 10 percent of a school's population might be in need of intensive interventions. Social, Emotional, Behavioral, and Family Support may include, but are not limited to, the following strategies:

1. Case Management Support
   - Provide intensive case management for focus students with multiple risk factors, as described in the Key Terms section.
   - Provide a multi-tiered system of support through collaboration among principals, teachers, nurses, school psychologists, counselors, school-based health providers, and/or other community-based providers
   - Connect students and families to social and health resources and supports in the community.
   - Provide support to students and families encountering drug- and/or alcohol-related issues.

2. School and Family Connections
   - Provide ongoing support and sustained follow-up between teachers, students, and parents to ensure that learning goals are met.
   - Ensure families know how to access school attendance and academic data and information on their student (WaKIDS, The Source).
   - Facilitate Internet access for families without home computers.
   - Provide parents with information and resources they can use at home to help their students develop healthy behaviors and build academic skills to improve educational outcomes and be successful in school.
   - Invite families to participate in professional development opportunities that are offered to community and staff.

3. Attendance, Behavior and Discipline Support
   - Equip students with the skills and knowledge necessary to recognize and manage emotions, make responsible decisions, solve problems, and establish positive relationships.
   - Utilize multi-tiered strategies to address attendance and behavior issues of differing severity.

- Provide students encountering discipline issues with alternatives to suspension.
- Create structure for instructional staff to collaborate with nurses, school psychologists, counselors, Levy-funded school-based health and/or other community providers to address students' physical and mental health issues.

4. <u>Transition Support</u>
   - Collaborate with Step Ahead preschool programs, other preschool providers, elementary and/or middle school staff to identify students requiring additional support services during transition points (PreK to K and 5th to 6th grade).
   - Create intentional strategies to connect students to their school and a consistent adult advocate.
   - Educate students and families about what to expect when transitioning from preschool to kindergarten and from elementary to middle school.

5. <u>Mental and Physical Health Referrals and Services</u>
   - Develop a system for screening high needs students for physical or mental health needs and connecting students to health and/or mental health services.
   - Create a System for gathering health and mental health information from preschool providers about entering kindergarten students for the purposes of maintaining continuity of care and support.

ELEMENTARY SCHOOL INNOVATION RFI TIMELINE

EVENT	DATE
RFI Issued	November 6, 2012
RFI Information Session John Stanford Center for Educational Excellence Room 2750 2445 3rd Avenue South Seattle, WA 98134	November 16, 2012 3:00-5:00 p.m.
District Technical Assistance—Academic Intervention Content Specialists John Stanford Center for Educational Excellence Room TBD 2445 3rd Avenue South Seattle, WA 98134	November 19, 2012 3:00-5:00 p.m.
District School Data and Reporting Technical Assistance Session with Susan Wright, Executive Director of Technology Services John Stanford Center for Educational Excellence Room 2725 2445 3rd Avenue South Seattle, WA 98134	December 4, 2012 and December 6, 2012 4:00-6:00 p.m.
Successful RFQ proposals published on OFE website	Week of December 10, 2012
RFQ-Approved Providers and Principals Networking Meeting John Stanford Center for Educational Excellence 2445 3rd Avenue South Seattle, WA 98134	December 13, 2012 4:00-6:00 p.m.
Final day to ask questions	January 7, 2013
Responses Due*	**January 14, 2013, 4:30 pm**
Telephone clarification, as needed	February 4-13, 2013
Responses reviewed and rated	Through February 13, 2013
Responses Reviewed and Rated	Through February 13, 2013
Review Panel and school interviews	February 28-March 4, 2013
Notice of Intent to Award	**March 15, 2013**
Selected RFI list published	April 9, 2013

*Dates following Responses Due date are approximate based on best estimates. OFE will publish updates to the timeline if needed.

INFORMATION SESSION AND RESOURCES

RFI Information Session

The City will conduct an optional information session. Schools are highly encouraged, but not required to attend. The information session provides an opportunity for OFE to review the RFI submission requirements and for schools to ask questions and clarify any issues. Schools should review the RFI prior to attending the information session and be prepared to raise any concerns at the meeting. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such

items that were known as of this pre-proposal information session. Please plan to attend the session and <u>bring a copy of the RFI with you</u>.

Date	Time	Location
November ~~14~~ <mark>16</mark>, 2012	3:00-5:00 p.m.	John Stanford Center for Educational Excellence Room 2750 2445 3rd Avenue South Seattle, WA 98134

District Technical Assistance – Academic Intervention Support and Student Data
The District will conduct three technical assistance events to assist applicants during the RFI development process. Academic content specialists will conduct one event discussing selecting and implementing student academic interventions. The second and third events will both focus on accessing and analyzing student data. Applicants are strongly encouraged to attend the academic intervention event and one of the student data events. Please note the timeline on page 8 for dates and times. Please contact the following Seattle Public Schools staff member with specific content-related questions.

Area	SPS Contact
College/Career Readiness	Janet Blanford jlblanford@seattleschools.org 206-252-0184
Data	Nicole VanVoorhis njvanvoorhis@seattleschools.org 206-252-0786
Early Learning	Kimberly Kinzer kdkinzer@seattleschools.org 206-252-0093
English Language Acquisition (ELL)	Nancy Burke nburke@seattleschools.org 206-252-0077
Family/Parent Involvement	Bernardo Ruiz bjruiz@seattlschools.org 206-252-0693
Human Resources/ Labor Relations	Terry Meisenburg tjmeisenburg@seattleschools.org 206-252-0294
Literacy/Language Arts	Kathleen Vasquez kavasquez@seattleschools.org 206-252-0234
Mathematics	Janet Zombro jkzombro@seattleschools.org 206-252-0992
Multi-Tiered Systems of Support (MTSS)	Amy Klainer ajklainer@seattleschools.org 206-253-0695
Special Education	Stacey McCrath smccrath@seattlschools.org 206-252-0807

RFQ Approved Providers and Principals Networking Meeting
OFE in partnership with Seattle Public Schools will hold a meeting with providers approved through the RFQ process and principals interested in applying for the Levy. Please see the timeline on page 8 for dates and times. Applicants are strongly encouraged to visit OFE's website to view a list of approved providers (individuals and organizations approved through the RFQ process to contract with schools for amounts exceeding $5,000) and their Request for Program Information (RFPI) submissions, if provided. OFE will post the list of organizations approved through the current RFQ process to the OFE website http://www.seattle.gov/neighborhoods/education/edlevy.htm during the week of December 10.

RFI Questions and Answers
If you need further information or have additional questions regarding the RFI, please email Isabel.Munoz-Colon@seattle.gov. All RFI questions must be submitted via email by January 7, 2013. OFE will make every attempt to post responses to all received questions within 48 hours or two business days to the following website: http://www.seattle.gov/neighborhoords/education/funding.htm.

RFI Materials
All RFI materials, including excerpts of previously approved Innovation and Linkage, RFIs are available electronically at http://www.seattle.gov/neighborhoods/education.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:
Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment. All narrative responses must be on 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, with all attachments stapled together.

The following documents, unless noted otherwise, must be submitted to constitute a complete RFI submission:
1) Attachment 1: Cover Sheet
2) Attachment 2: School Narrative – *Optional*
3) Attachment 3: Data Analysis Summary
   o Part I: Kindergarten Readiness Assessment Data
   o Part II: English Language Acquisition Data
   o Part III: Data Analysis
4) Attachment 4: Data Sample
5) Attachment 5: PreK-3 Alignment and Collaboration Efforts
6) Attachment 6: English Language Learner Overview – *Applicable Schools Only*
7) Attachment 7: Social, Emotional, Behavioral and Family Support Plan
8) Attachment 8: Work Plan Summary
   o Attachment 8A: Math
   o Attachment 8B: Reading
   o Attachment 8C: Attendance
   o Attachment 8D: English Language Acquisition
9) Attachment 9: Management and Oversight Plan
10) Attachment 10: Annotated Budget

Attachments 3 – 10 will be used to evaluate your application for Levy funds.

ELEMENTARY SCHOOL INNOVATION RFI

School Information:

School name:	
School address:	

Principal's Contact Information:

Name:			
Day/Work phone:			
Email address:			
Signature:		Date:	

Additional Staff Member's Contact Information:

Name:			
Title:			
Day/Work phone:			
Email address:			
Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE –*OPTIONAL*

*Attachment 2 is **optional** for **ALL** schools. Schools' narratives will be reviewed by evaluators, but not scored.*

*Responses to the **optional** School Narrative are not to exceed **2 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with all other attachments. Responses beyond 2 pages will not be reviewed.*

The School Narrative section is not scored by reviewers. The School Narrative serves two key purposes: (1) to provide an opportunity for schools to set the context for how Levy investments would further support their strategies and current efforts to improve student achievement and (2) to help reviewers understand the schools' successes and challenges. Though this section is not scored, RFI reviewers will read applicants' School Narrative carefully when evaluating their proposals. Applicants may choose to consider the following prompts when completing the School Narrative section:

- What are your current goals and/or outcomes for your students and your school?

- What are the unique qualities of your school that should be considered by reviewers when evaluating your RFI? What other strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

- What other strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

Please feel free to reference your Continuous School Improvement Plans (CSIP) or, if a Priority, Focus, and Emerging School, your Initial Action Plan to the Office of Student and School Success at OSPI when writing your school narrative.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

Responses to the Data Analysis Summary are not to exceed ~~4~~ 6 pages (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.

Each school must analyze their school's historical data in order to develop a work plan for the RFI. Please conduct a thorough analysis of your data to identify which specific student populations are struggling and in what areas.

Please email Isabel.Munoz-Colon@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information. Additionally, OFE strongly encourages schools to consult their District Academic Data Warehouse reports, Risk Report, as well as, any school-specific data reports when answering the questions below. Please feel free to insert graphs, tables, or data excerpts into your narrative, as appropriate, to support your analysis.

OFE expects that schools will diagnose the specific academic needs of struggling students. For example, identify specific strands within a content area (e.g. phonemic awareness, number sense, reading comprehension, etc.) that schools need to address later as part of your Work Plan.

Part 1: Kindergarten Readiness Assessment Data and Part I: English Language Acquisition section asks for information not included on the School Data Report. For help with Kindergarten Readiness you may need to contact Kimberly Kinzer (kdkinzer@seattleschools.org or 206-252-0093). For help with English Language Learner information, you may need to contact ELL Coach Nancy Burke (nburke@seattleschools.org, or 206-252-0693) assigned to you by the District to access additional, relevant data.

You do not need to rewrite the entire question when responding, just the headings in the following order:

- **Part I: Kindergarten Readiness Assessment Data**

- **Part II: English Language Acquisition Data** (Not required for Orca K-8 and Pinehurst K-8)

- **Part III: Data Analysis**

Part I: Kindergarten Readiness Assessment Data

Please carefully review your kindergarten readiness data and answer the following questions:

1. How many of your kindergarten students are meeting age-level expectations in each dimension in the following five domains (social-emotional, cognitive, physical, literacy, and language) on WaKIDS Teaching Strategies Gold Assessment or any other assessments used to measure kindergarten readiness at your school?
2. What do these assessments tell you about the needs of your kindergarten

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students?

Part II: English Language Acquisition Data - *(NOT required for Orca K-8 and Pinehurst K-8)*

Please carefully review your English language learner (ELL) data and answer the following questions:

1. What number and percent of your ELL students made gains in English language proficiency on the WLPT II?

2. On average, how long are your students enrolled in the ELL program?

3. How many of your ELL students have been in the program four years or longer? If students have been in program for more than four years, explain reasons why?

Part III: Data Analysis

Please analyze your school's data and then answer the questions listed below in narrative form. Feel free to include graphs, tables, and statistics as appropriate.

Schools should address each of the four (4) Areas of Concentration when responding to each data analysis question. Please incorporate analysis of student needs identified in the Kindergarten Readiness Assessments and English Language Acquisition when applicable.

Orca K-8 and Pinehurst K-8 are not required to respond to *#4 - English Language Acquisition*.

Four Areas of Concentration
1. Math and/or Science
2. Reading and/or Writing
3. Attendance
4. English Language Acquisition **(NOT required for Orca K-8 and Pinehurst K-8)**

1) **What high-level trends are you observing?** Identify and discuss the key academic and non-academic trends within your school in terms of the Levy outcomes and indicators described in the Key Terms section of this document. In what areas/measures are students improving or declining?

2) **Which subpopulations appear to be struggling?** Describe which specific student populations appear to be struggling and require academic and/or non-academic interventions. Please reference your data in your response.

3) **What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?** Please discuss the specific academic and non-academic skills and knowledge your identified struggling subpopulations need.

ATTACHMENT 4: DATA SAMPLE

Schools must provide at least one example that demonstrates how the school uses data to identify student needs, assess student mastery, and/or measure progress towards goals. Schools may include samples from quantitative or qualitative data reports used to complete Attachment 3: Data Analysis Summary and/or Attachment 8: Work Plan Summary or from existing documents used by school-level staff. The data sample(s) does not count towards your response page-limit.

Below is a non-exhaustive list of example data applicants may submit.

- o Spreadsheets containing student-level academic data (e.g. MAP, MSP, attendance) and non-academic data (e.g. student demographic information) used to identify at-risk students and determine appropriate intervention strategies.
- o Graphs and data analysis summaries showing show pre- and post-academic and non-academic outcomes for your students or your program as a whole.
- o Data from applicant's quality improvement or self-analysis plans.
- o Samples of tracking forms and/or learning and service plans used by staff to monitor progress of students.

Please do NOT include the following in your data sample(s):

- o Identifiable student information in your submittal (i.e. student names, identification numbers, or birthdates)
- o Program flyers and brochures
- o Studies or evaluations of your school or programs within your school
- o Links to data, studies or reports. Links embedded in the narrative will not be opened and therefore will not be considered as part of the RFI.

Please note the following when submitting your data sample(s):
- Insert a header titled "[Applicant Name] Attachment 4: Data Sample" onto each page.
- Staple data samples in order with the other attachments.

ATTACHMENT 5: PREK – 3 ALIGNMENT AND COLLABORATION EFFORTS

Responses to PreK-3 Alignment and Collaboration Self Efforts are not to exceed
2 pages *(8 ½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single-or double-spaced, page-numbered, single- or double-sided, and stapled with the other attachments.*

<u>Please describe your current PreK – 3 alignment and collaboration efforts and, as applicable, the program improvements you would enact if awarded Levy dollars or by leveraging other funds.</u>

Regardless of whether you are a WaKIDS site or not, please answer the following questions in your 2-page narrative:

1. Do you have a Step Ahead or other preschool providers co-located in your building and, if so, how do you collaborate with these providers in supporting incoming preschool and kindergarten students? Include in your response whether you participate in joint recruitment efforts, family nights and open house events. If you do not have a Step Ahead site, please name the preschools in your community that you are collaborating with to improve PreK-3 alignment.

2. If applicable, please describe the collaboration that occurs between PreK teachers and kindergarten teachers. Include joint professional development, systems for sharing data, and classroom visits.

3. If you are currently working with preschool providers to align curriculum and assessments, please describe your current status in that process. Please include how you are aligning learning standards across PreK-3 (e.g., Common Core).

4. How are you evaluating the success of your PreK-3 alignment strategy? Please include any performance measures you use to determine success.

ATTACHMENT 6: ENGLISH LANGUAGE LEARNER OVERVIEW

NOTE: Orca K-8 and Pinehurst K-8 are not required to complete.

*Responses to the questions in the English Language Learner Program are not to exceed **2 pages** (8 ½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with the other attachments.*

Please describe your current English Language Learner (ELL) implementation efforts and, as applicable, the program improvements you would enact if awarded Levy dollars or by leveraging other funds. Please provide a rationale for why your proposed changes would improve student outcomes. Please consult your school district ELL coach for support selecting program strategies.

You do not need to rewrite the entire question, just the headings in the following order:

A. Description of ELL Program

B. Other Supports for ELLs

A. Description of ELL Program

Please describe your current ELL program and, as applicable, the improvements you would enact if awarded Levy or other funds in school year 2013-14. Include in this description the following:

1. What instructional model(s) does your school use to support ELLs? How have these models led to improved ELL student outcomes?

2. How is your instructional model designed to support ELLs acquisition of academic English and to ensure students acquire academic content?

3. In the last three years, what professional development in best instructional practices and strategies to support ELL students has the school principal participated in? How does your school principal provide oversight of instruction for English Language Learners? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards)

4. What percentage of your instructional staff (general education teachers, specialists, and para-educators) received professional development to work with ELL students within the last three years? What kind of professional development have they received? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards)

5. How does your school integrate ELL strategies into core curriculum

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content delivery? Describe the ways in which your instructional staff (general education teachers and specialists) scaffold lessons and develop appropriate assessments so that, regardless of language proficiency, students may have access to content and be fairly assessed.

B. Other Supports for ELLs

1. What other interventions do you currently provide for ELL students struggling academically? (Example - extended learning opportunities) What are student outcomes in these programs?

2. How does your school provide ELL parents with information on what their student should be doing to succeed in school, including what to do at home to improve academic outcomes?

ATTACHMENT 7: SOCIAL, EMOTIONAL, BEHAVIORAL AND FAMILY SUPPORT PLAN

*Response to the Social, Emotional, Behavioral, and Family Support Plan are not to exceed **3 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with the other attachments.*

You do not need to rewrite the entire questions. Questions should be answered as part of a narrative under the following headings:

- **Case Management Support**

- **School and Family Connection**

- **Transition Support**

- **Mental and Physical Health Referrals and Services**

Elements		Questions
#1 Case Management Support	A	Describe your system for identifying high needs students to receive intensive case management.
	B	Describe who will be providing services to students and families. If community partner is providing services, identify the organization, their role, and specific expertise that will help you achieve results.
	C	How many students will you serve?
	D	Describe how you identify academic and behavioral outcomes and track progress of case managed students.
	E	Describe how you will help struggling families connect with services that address barriers to their child's success.
	F	How will you ensure that both academic and non-academic interventions are coordinated within the school and integrated into overall Levy work plan?
#2 School and Family Connection	G	Describe how will provide ongoing communication between the parent/guardian and the teacher regarding students academic performance.
	H	How will you inform parents /guardian about strategies and activities they can do to improve student's academic achievement? What supports will you provide to parents/guardians wanting to implement these strategies and activities?
#3 Transition Support	I	Describe your current system for helping families with children in preK transition to kindergarten.
	J	How do you collaborate with early learning providers to assist in this transition process?
	K	What system do you have in place to get students and parents ready for middle school?
	L	How do you collaborate with middle school staff to support families and students during this transition period?
#4 Mental and Physical Health Referrals and Services	M	What are the health and mental health needs of focus students in your school currently? When possible, please use data that quantifies the level of need in your school.
	N	How do you connect students to needed health and mental health services? If you are receiving Elementary Health services funded by the Levy, please describe how you and your partnering health provider will identify students and share information about their progress?

*Responses to the questions in the Work Plan Summary are not to exceed **10 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

Having completed a detailed analysis in Attachment 3: Data Analysis of which student populations are struggling, please now describe your work plan for improving student results. Complete the Work Plan Summaries by (1) identifying the specific struggling subpopulations who will serve as your "Levy focus students," (2) describing the strategies you will implement to improve these students academic performance, and (3) specifying the results you are committed to achieving to measure the effectiveness of your efforts

#1) Areas of Concentration:

Attachment 8: Work Plan Summary comprises four distinct plans based on each of the four Areas of Concentration. Unless otherwise noted, all Innovation schools must complete the following attachments:

1. Attachment 8A: Math and/or Science
2. Attachment 8B: Reading and/or Writing
3. Attachment 8C: Attendance
4. Attachment 8D: English Language Acquisition **(NOT required for Orca K-8 or Pinehurst K-8)**

#2) Outcomes & Indicators:

All Innovation schools must include at least one but no more than three outcomes and/or indicators under each Area of Concentration. Each outcome or indicator must evaluate the progress of a focus population. Elementary schools must have a total of at least two outcomes.

Outcomes:

1. Kindergarten students meeting age-level expectations in each domain of WaKIDS (GOLD)
2. 1st - 2nd grade students making annual typical growth on reading MAP
3. 1st - 2nd grade students making annual typical growth on math MAP
4. Schools improving the percentage of students meeting standard in 3rd grade math and/or reading
5. 4th – 5th grade students advancing from Level 1 and Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
6. 4th – 5th grade students advancing from Level 2 to Level 3 or higher on one or more grade-level state tests (meeting grade-level standard, after failing to do so the previous year) (math and reading)
7. Schools improving on state tests in 5th grade science and/or 4th grade writing from year to year

Indicators:

1. 3rd – 5th grade students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and reading)
2. 3rd – 5th grade students making annual typical growth on reading MAP
3. 3rd – 5th grade students making annual typical growth on math MAP
4. Students absent fewer than 5 days per semester, excused or unexcused
5. English language learners making gains on state English proficiency test

Important note: All Levy-funded schools must administer the WaKIDS and MAP during the fall and spring beginning in school year 2013-14.

IMPORTANT: Schools must complete an Outcome/Indicator table for each required area of concentration. Please read the instructions below for guidance on completing the table. An example of a completed table is included in Exhibit F.

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
(A) Outcome/ Indicator	**(B) Description of Levy Focus Student Population**	**(C) # of Levy Focus Students**	**(D) Levy Focus Students as % of Total School (K-5)**	**(E) # Levy Focus Students Achieved Outcome/ Indicator**	***(F) % Levy Focus Students Achieved Outcome/ Indicator***	***(G) # Levy Focus Students Meet Target***	**(H) % of Levy Focus Students Meet Target**

Instructions:

- (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
- (B) Identify the specific students or "Levy focus population" you will target for services.
- (C) Enter the number of students in SY 2011-12 who fall into your Levy focus population identified in (B).
- (D) Divide (C) by the total number of first-time 9th graders enrolled in SY 2011-12. Estimate numbers to the best of your ability.
- (E) Of (C), enter the number of focus students who achieved the outcome or indicator in SY 2011-12.
- (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
- (G) Enter the number of focus students you expect to meet the outcome/indicator in SY 2013-14. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2011-12 (C).
- (H) Divide (G) by (C).

#3) Key Components:

All **Innovation** schools must implement strategies addressing each of the **Key Components**:
- Pre-K-3 Alignment and Collaboration
- Extended In-School Learning Time

- Out-of-School Time/Expanded Learning Opportunities
- Social, Emotional, Behavioral, and Family Support

Notes:
- If your school is addressing any area of concentration or key component with other funds, OFE may consider an exception to the requirements described in the table above. <u>IMPORTANT</u>: Please describe in your narrative how you are leveraging other funds to support strategies addressing any applicable area of concentration or key component.
- Please see Exhibit F for an example of a completed Work Plan Summary table.

Area of Concentration A: Math and/or Science

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students
   a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies
   a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the five Key Components (see "Key Components" starting on page 4).
   b. Briefly summarize the frequency and duration of the support.
   c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results from implementation at similar schools).

III. Key People
   a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts
   a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
   b. Briefly describe your rationale for selecting this partner.
   c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds
   a. If you are leveraging other funds to support these strategies, please identify them here.
   b. Explain how these supplemental funds will be used to support your strategies.

Area of Concentration B: Reading and/or Writing

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students
  a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies
  a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the five Key Components (see "Key Components" starting on page 4).
  b. Briefly summarize the frequency and duration of the support.
  c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results from implementation at similar schools).

III. Key People
  a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts
  a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
  b. Briefly describe your rationale for selecting this partner.
  c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds
  a. If you are leveraging other funds to support these strategies, please identify them here.
  b. Explain how these supplemental funds will be used to support your strategies.

Area of Concentration C: Attendance

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I.Focus Students
    a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II.Strategies
    a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the five Key Components (see "Key Components" starting on page 4).
    b. Briefly summarize the frequency and duration of the support.
    c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results from implementation at similar schools).

III. Key People
    a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts
    a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
    b. Briefly describe your rationale for selecting this partner.
    c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds
    a. If you are leveraging other funds to support these strategies, please identify them here.
    b. Explain how these supplemental funds will be used to support your strategies.

Area of Concentration D: English Language Acquisition

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

I. Focus Students
    a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies
    a. Describe the strategies you will implement and, if applicable, explain how they connect to one or more of the five Key Components (see "Key Components" starting on page 4).
    b. Briefly summarize the frequency and duration of the support.
    c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results from implementation at similar schools).

III. Key People
    a. Describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts
    a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
    b. Briefly describe your rationale for selecting this partner.
    c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

V. Leveraged Funds
    a. If you are leveraging other funds to support these strategies, please identify them here.
    b. Explain how these supplemental funds will be used to support your strategies.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

*Responses to the Management and Oversight Plan are not to exceed **6 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

A school's ability to effectively implement their proposed Levy strategies and achieve their student outcomes depends upon having strong leadership, committed staff members, and systems and structures in place to continuously monitor student progress and make course corrections. Please provide a rationale for why your school is well positioned to be successful if awarded Levy funds.

You do not need to rewrite the question, just the headings in the following order:

    A. Leadership, Planning, and Implementation

    B. Tracking to Results

A. Leadership, Planning, and Implementation
Please discuss the key staff members and partners involved in the development and implementation of your Levy strategies as well as the barriers to ensuring you achieve your proposed results.

1. Describe the decision-making process you led in your school to secure buy-in from your staff, to identify student needs, and to determine effective strategies to remediate. Describe the results of your efforts.

2. Describe how you included community partners in the RFI planning process. Detail the plan you have in place to ensure community partners continue to have input in program implementation.

3. Who are the key people within your school who will lead your Levy-funded strategies? What is the expertise they possess and the specific roles they will play in helping you achieve your results? Please list someone from each of your partner organizations, including your school based health providers, if applicable.

4. Please describe the systems you have in place to routinely evaluate the effectiveness of implemented strategies and to inform course corrections as needed.

5. Discuss the challenges you anticipate facing when implementing your strategies and the steps that you will take to mitigate. Please discuss implementation-related issues, do not discuss student or family-related challenges.

B. Tracking to Results
Please identify the ways in which staff members from building leadership to your classroom instructional teams, as well as, your community partners will continuously monitor progress toward identified goals and modify strategies and approaches based on regular and systematic feedback (i.e. formative assessments, observations, student work). Please describe systems currently in place and/or systems that you will enact if awarded Levy investments.

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1. Describe a specific example of when you have used data to diagnose a student need, developed and implemented a strategy, monitored progress, made course corrections, if applicable, and achieved outcomes.

2. Describe the data monitoring process(es) you have in place or will put in place. Note the frequency of monitoring efforts as well as staff members responsible for overall tracking of student performance.

3. Explain how you determine or will determine on an on-going basis whether focus students are on course to achieve Levy results.

4. Briefly describe how your school and community partners will jointly access, share, and use data to track and monitor your proposed results and adjust implemented strategies as needed.

5. Discuss how you will routinely and systematically collaborate with community partners to share student-level results.

ATTACHMENT 10: ANNOTATED BUDGET

Complete the Annotated Budget Template in Excel format to outline the personnel and non-personnel items you intend to fund with Levy dollars. Itemize commitment items and for each: (1) provide a brief description, (2) specify the low- and high-range budget, and (3) cite the related Levy Area of Concentration, Key Component, and Outcome/Indicator. Additionally, please provide a description of key job responsibilities for all personnel expenditures.

Important Notes:

- A sample annotated budget is included in the Excel file in tab "Sample".

- The budget references two key terms: "**Base Pay**" and "**Performance Pay**". Schools are awarded 75% of their annual investment up front as "Base Pay". Schools will itemize expenditures in Table 1 and Table 2 of Attachment 10: Annotated Budget Template equal to their anticipated Base Pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon SPS' release of state assessment scores in the subsequent fall. Schools should consider the timing of their performance payments when making budget decisions.

- The budget template requires you to develop two budget scenarios. One budget scenario should be close to the higher end of the RFI range (i.e. $316,000 $370,000) for Tier 1 Innovation or $170,000 for Tier 2 Innovation). The second scenario should estimate your costs at the lower end of the RFI range (i.e. $200,000 for Tier 1 Innovation or $100,000 for Tier 2 Innovation). The high-range budget should tie directly to the Work Plan Summaries (Attachment 8).

- Schools will budget for District indirect costs.

- Schools wanting to fund a Family Support Worker must include the cost of the FTE's salary and benefits in their budget.

PROCESS AND CRITERIA FOR EVALUATING RFIs

Part I: Technical Compliance Review

An RFI submission must contain the checklist items below to be considered technically compliant. If the checklist items are absent or incomplete, the proposal may be deemed not technically compliant and may not be evaluated further. OFE reserves the right to waive immaterial defects or irregularities in any submittal and to conduct follow-up phone calls to obtain additional information from complete RFIs, where clarification is needed. OFE reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
☐ Yes	Submitted on Time (by 4:30 p.m., January 14, 2013)
☐ Yes	Submitted 6 hard copies to OFE
☐ Yes	Submitted electronic copy to **EducationOffice@seattle.gov**
☐ Yes	Submitted electronic copy correctly: RFI in PDF or Word; Budget in Excel
☐ Yes	Attachments are typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-sided, and all attachments stapled together as one document
☐ Yes	Submitted required Attachments

Part II: Rating RFI Applications

All technically compliant RFI submissions are then reviewed by a panel of internal and external evaluators and assigned a score based on the rating criteria described below.

Rating Criteria	Weight
1) **Data Analysis Summary and Data Sample – Attachments 3, 4**	
• Demonstrates strong understanding of school readiness for incoming kindergarten students • (If Applicable) Demonstrates strong understanding of current academic performance and needs of school's ELL population • Identifies student subgroup-level academic trends • Identifies specific sub-groups requiring interventions • Identifies the underlying academic skills/knowledge and non-academic barriers affecting students' performance and links to data referenced • Substantiates assumptions by citing quantitative and qualitative data • Data Sample illustrates either how foc us student were identified or how school uses data to systematically track student progress	**15**
2) **PreK-3 Alignment & Collaboration Efforts - Attachment 5**	
• Demonstrates a collaboration with Step Ahead and/or other preschool providers • Demonstrates that there is a system in place to share information	**5**

and data between early learning providers and kindergarten teachers • Demonstrates that there is a system to link curriculum, standards, assessments and joint professional development across PreK-3 continuum	
3) English Language Learner Overview – **Attachment 6** **(Not required for Orca K-8 or Pinehurst K-8)**	
• Plans to or currently demonstrates use of best practice ELL instructional models • Plans to or currently demonstrates capacity (from principal and school staff) to meet the needs of school's ELL population and improve ELL student outcomes consistent with Levy goals • Provides or plans to provide other appropriate interventions in addition to ELL direct support in the classroom • Plans to or currently provides information to parents regarding students' academic performance and actions they can take to support their student's academic outcomes	**5**
4) Social, Emotional, Behavioral and Family Support Plan – **Attachment 7**	
• Demonstrates a systematic approach to identifying and serving high needs students and their families • Reflects effective plan for case management support • Reflects effective plan for engaging families positively • Reflects an effective plan to ensure successful transitions Pre-K to K and 5th to 6th grade • Reflects an effective plan to screen high-needs students for physical and mental health needs and connect them to appropriate services	**10**
5) Work Plan Summary – **Attachment 8**	
A. Focus Students • Articulates a clear rationale for choosing focus students • Identifies a reasonable number of focus students to serve	**5**
B. Outcome and Indicators • Selects outcomes, indicators and targets that reflect students needs, RFI requirements, and Levy goals • Proposes targets that are realistic, impactful, and aggressive towards achieving Levy goals	**5**
C. Strategies • Clearly linked to student needs • Fall within stated RFI requirements • Maximize both positive impact on student performance and likelihood of achieving performance targets • Incorporate key components into strategy development and implementation in accordance with RFI requirements and Levy goals • (If applicable) Leverage other resources appropriately and effectively	**20**
D. Key People • Reflects program leadership and key factors that are	**5**

	appropriate, well qualified, and who can drive progress towards achieving Levy goals	
	E. Partnerships and Collaborative Efforts • Reflects an approach to partnerships that is well coordinated with clear roles and deliverables for each partner • Utilizes community partnerships effectively to address the needs of focus students	**10**
6) Management and Oversight Plan – Attachment 9		
	A. Leadership, Planning, and Implementation • Provides evidence of school and community partner (including early learning provider) buy-in of proposed work plan • Reflects approach that is inclusive and effectively leverages support from school staff, community partners, and early learning provider • Demonstrates how community-based partners are integrated into ongoing implementation of strategies • Identifies appropriate key people to organize and manage implementation Levy investment • Describes systems to routinely evaluate the effectiveness of implementation and to make course corrections as needed. • Demonstrates clear understanding of possible barriers to success and strong potential for effectively navigating those barriers	**20**
	B. Tracking to Results • Provides a specific example of previous experience using data to identify a student need, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome • Demonstrates strong capacity to effectively monitor progress in achieving specified targets and adjust strategies as needed. • Demonstrates how community-based partners will have access to academic data of focus students • Demonstrates routine and systematic data sharing between school and community partners	**20**
7) Annotated Budget – Attachment 10		
	• Proposes a high-range budget aligned to Attachment 8: Work Plan Summaries • Clearly describes expenditures and makes connections to how they connect to specific areas of concentration and/or strategies • Prioritizes expenditures to maximize quality and effectiveness of implementation • (If applicable) Leverages other resources effectively	**10**
Maximum Rating		**130**

Evaluation Process

As part of the evaluation process, OFE may ask applicants to participate in an in-person interview to provide additional information and/or clarify elements of their submitted plan. Please see the timeline on page 8 to confirm dates on which these interviews may occur. Schools should bring key people and relevant partners to these meetings. Please limit the number of attendees to 10 people.

Contract Negotiations

If an RFI is selected for funding, the applicant school should be prepared to accept the terms they proposed for incorporation into a contract resulting from this RFI.

RFI applicant schools should be prepared to discuss and negotiate aspects of their RFI prior to completing the contract. These aspects may include but are not limited to the amount of funding, the proposed targets, and/or proposed strategies.

OFE reserves all rights not expressly stated in the RFI, including award of partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If OFE and any school selected under this RFI are unable to come to agreement on a final contract, OFE may, in its discretion, choose not to provide funding.

Information about contract requirements is included in Exhibit G.

RESPONSE SUBMISSION

Paper and electronic responses must be received by Monday, January 14, 2013 at 4:30 p.m. Please mail or hand-deliver **six (6) paper copies** of your RFI to the address provided below. **All RFI attachments must be stapled together into one document.** You must also send the files by email (see instructions below).

Reminders:
- ☐ Responses should not be sent with covers, binders or computer disks.
- ☐ Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the RFI.
- ☐ Do not include Annual Reports.
- ☐ Do not include student-identifiable data.
- ☐ Do not include Letters of Support

I. Submit six (6) paper copies:

By US mail: Office for Education
RFI – Elementary School Innovation
P.O. Box 94649
Seattle, WA 98124-4649

Hand-deliver
or FedEx/UPS: Office for Education
RFI – Elementary School Innovation
Seattle Municipal Tower
700 5th Avenue, Suite 1700
Seattle, WA 98104

II. Email an electronic copy to: EducationOffice@seattle.gov

- You will submit two files only: (1) RFI in MS Word or Adobe PDF and (2) RFI Budget in Excel.

- Please use the following naming convention for the electronic files:

   RFI: *SchoolName*_**ElementaryRFI**. Ex. *XYP_ElementaryRFI*
   Budget: *SchoolName*_**ElementaryRFI_Budget**.
   Ex. *XYP_ElementaryRFI_Budget*

- Use the same format for your email Subject Heading:
   [SchoolName]_ElementaryRFI.

Direct submittal process questions to Isabel Muñoz-Colón at e-mail (Isabel.Munoz-Colon@seattle.gov) or phone (206-684-7657).

Please use the following checklist to ensure a complete submission. Please note that the number of required attachments will vary by school.

Complete	Checklist Item
☐ Yes	**Attachment 1: Cover Sheet -** Cover sheet completed
☐ Yes	**Attachment 2: School Narrative -** *Optional*
☐ Yes	**Attachment 3: Data Analysis Summary** is completed with three sections: 1) Kindergarten Readiness Assessments Data, 2) English Language Acquisition (not required for Orca K-8 or Pinehurst K-8) and 3) Data Analysis. Section does not exceed 4 6 pages.
☐ Yes	**Attachment 4: Local School-Level Data Sample** is complete.
☐ Yes	Local School-Level Data Sample does not include identifiable student information and meets the guidelines outlined in Attachment 4.
☐ Yes	**Attachment 5: PreK-3 Alignment and Collaboration Efforts** is complete and does not exceed 2 pages.
☐ Yes	**Attachment 6: English Language Learner Overview** (not required for Orca K-8 and Pinehurst K-8) is completed and does not exceed 2 pages.
☐ Yes	**Attachment 7: Social, Emotional, Behavioral and Family Support Plan** is completed and does not exceed 3 pages.
☐ Yes	**Attachment 8: Work Plan Summary** is completed and does not exceed 10 pages.
☐ Yes	**Attachment 9: Management and Oversight Plan** is completed and does not exceed 6 pages.
☐ Yes	**Attachment 10: Annotated Budget** is completed with two budget scenarios – lower end of RFI range and higher end of RFI range
☐ Yes	All sections sufficiently completed?
☐ Yes	Typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-sided, and all attachments stapled together as one document.
☐ Yes	6 hard copies submitted to OFE by 4:30 p.m., January 14, 2013.
☐ Yes	Submitted hard copy correctly with 6 hard copies.
☐ Yes	Electronic copy submitted correctly (RFI in PDF or Word, Budget in Excel) to EducationOffice@seattle.gov by 4:30 p.m., January 14, 2013.
☐ Yes	Is this RFI complete?

ORGANIZATION'S APPEALS PROCESS

The Office for Education (OFE) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate, the level of funding to be allocated. Written notification will be via email to the email address submitted on the cover sheet.

Any applicant wishing to appeal the decision must do so in writing within <u>four (4) business days of the email notification</u> of OFE's decision. An appeal must clearly state a rationale based on one or more of the following criteria:

- Violation of policies or guidelines established in this RFI.
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process.

Appeals must be sent by mail or by e-mail to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649, holly.miller@seattle.gov.

The OFE Director (or her designee) will review the written appeal and may request additional oral or written information from the applicant. A written decision from the OFE Director (or her designee) will be sent within four (4) working days of the receipt of the appeal. This decision is final.

Part I – Request for Qualifications (RFQ) – Community Organizations only
There is no Levy funding tied to the RFQ process. The purpose of the RFQ process is to identify individuals and organizations that meet OFE standards for providing Levy-funded programs. The RFQ process is designed to determine which entities have a track record of successfully achieving positive academic outcomes tied to key Levy outcomes and indicators. Entities approved through the RFQ process are then eligible to partner with Levy-funded schools to assist with their execution of Levy strategies and programming. Individuals and organizations receiving cumulative Levy funding exceeding $5,000 per school year from Seattle Public Schools' Elementary, Middle, and High school Levy funds must be approved through the Levy RFQ process.

Please visit http://www.seattle.gov/neighborhoods/education/funding.htm for additional information regarding the RFQ process and approved entities. The 2013-2014 SY RFQ process is currently underway and OFE anticipates posting the approved RFQ organization listing to the OFE website in early December.

***Request f*or Program Information (RFPI) – OPTIONAL for approved RFQ organizations**
As a service to schools interested in applying for Levy funds, OFE has compiled program information from RFQ-approved organizations and individuals for schools to reference during the development of their Innovation School Request for Investment (RFI) submittals. Schools are encouraged to review organizations' RFPIs to learn more about potential community partnership opportunities in delivering Levy-sponsored strategies and programming. The information contained within RFPIs is intentionally very similar to the information schools will need in order to complete their RFI submission.

OFE encourages schools to visit http://www.seattle.gov/neighborhoods/education/ApprovedAgencies.htm to view a list of approved organizations and individuals, as well as their submitted RFQ and RFPI materials. Schools should consult the list of approved providers when making community partnership and budget decisions.

Part II – Innovation School Request for Investment (RFI) – Schools only
OFE invites schools to apply for Elementary School Innovation Levy funding through the Request for Investment (RFI) process.

The broad objective of the elementary school investments is to achieve academic results aimed at reducing the achievement gap and promoting student success in school, college, and careers. Through the RFI process, schools will identify their Levy focus students, propose strategies to address these students' academic and non-academic needs, and commit to meeting specific outcomes and indicators to measure the success of their implemented strategies.

Schools may partner with organizations approved through the RFQ process to deliver Levy-funded programming in an effort to improve student results. As noted above under Part I, organizations receiving more than $5,000 in cumulative Levy funding in a school year across all school Levy investments must be approved through the RFQ process. Organizations that expect to receive less than $5,000 per school year in Levy investments across all schools are not required to qualify through the RFQ process.

The following list is of elementary school eligible to apply for Levy Innovation investments. Elementary schools that are starred are currently receiving funds.

B.F. Day	*Madrona
Bailey Gatzert	Maple
*Beacon Hill	Martin Luther King, Jr.
Broadview-Thomson	Northgate
Concord	*Olympic Hills
Dearborn Park	Orca
Dunlap	Pinehurst
Emerson	Rainier View
Gatewood	*Roxhill
Graham Hill	Sand Point
Hawthorne	Sanislo
Highland Park	South Shore
Jane Addams	Van Asselt
John Muir	Viewlands
Kimball	West Seattle
Leschi	Wing Luke

The Families and Education Levy is making significant investments in early learning programs through the Seattle Early Education Collaborative (SEEC) that help children get ready for kindergarten through high quality preschool programs that focus on academic, social and physical development.

In order to understand how children's early childhood education and experiences in early elementary school affect their developmental trajectory and academic achievement at third grade, the University of Washington's School of Education, in partnership with the City of Seattle, is following children and their families from 2012-2013 SEEC programs into their K-3rd classrooms. This work will inform a larger study that includes districts across Washington State.

Classroom Interactions
In order to understand the classroom interactions in the PreK-3rd settings, we will collect the CLASS assessment each year. The Classroom Assessment Scoring System™ (CLASS™) is an observational tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.

Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS™ tool:
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

The University of Washington will collect the CLASS K-3 in the elementary classrooms that are serving the children from SEEC programs. We will videotape up to two hours of the school day, as unobtrusively as possible. Video tapes will be coded in 20-minute segments to examine classroom interactions.

Child Outcomes
The University of Washington will also follow all children into Kindergarten-3rd grade and collect fall and spring direct child assessments in the following areas:
- Language and literacy
- Mathematics
- Social and Emotional
- Approaches to Learning

Teacher Reports
In addition, the University of Washington will collect WaKIDS assessment data on all children in the kindergarten year.

EXHIBIT D: STEP AHEAD SITES

Below are the Step Ahead preschool sites in the district:

#	Program Name & Address	Phone
1	**Causey's Learning Center at Dearborn Park Elementary School** 2820 South Orcas St. Seattle, 98108	**(206) 322-9929**
2	**Causey's Learning Center at Van Asselt Elementary School** 8311 Beacon Avenue South Seattle, 98118	**(206) 723-1860**
3	**Chinese Information & Service Center** 611 S. Lane St. Seattle, 98104	**(206) 624-5633 x4139**
4	**Community Day School Association at Beacon Hill Elementary School** 2025 14th Ave. S. Seattle, 98144	**(206) 328-7475**
5	**Community Day School Association at Hawthorne Elementary School** 4100 39th Ave. S. Seattle, 98118	**(206) 725-2252**
6	**Community Day School Association at Highland Park Elementary School** 1012 SW Trenton St. Seattle, 98106	**(206) 767-4906**
7	**Community Day School Association at Leschi Elementary School** 135 32nd Ave. Seattle, 98122	**(206) 323-9465**
8	**Community Day School Association at Madrona Elementary School** 1121 33rd Ave. Seattle, 98122	**(206) 709-8887**
9	**Community Day School Association at Maple Elementary School** 4925 Corson Ave. S. Seattle, 98108	**(206) 768-2480**
10	**Denise Louie Education Center Beacon Hill Site** 3327 Beacon Ave. S. Seattle, 98144	**(206) 725-9740**
11	**Denise Louie Education Center International District Site** 801 South Lane St. Seattle, 98104	**(206) 621-7880**
12	**El Centro de la Raza Jose Marti Child Development Center** 2524 16th Ave. S. Seattle, 98144	**(206) 957-4619**
13	**Little Eagles Child Development Center** 1000 2nd Ave. Suite 204 Seattle, 98104	**(206) 382-9869**
14	**Neighborhood House High Point** 6400 Sylvan Way SW Seattle, 98126	**(206) 461-3857 x247**
15	**Refugee Women's Alliance (ReWA) – Beacon** 6230 Beacon Ave. S. Seattle, 98108	**(206) 723-3304**
16	**South Shore School** 4800 S. Henderson St. Seattle, 98118	**(206) 252-7600**
17	**Southwest Early Learning Bilingual Preschool** 5401 Delridge Way SW Seattle, 98106	**(206) 913-2980**

EXHIBIT E: CHARACTERISTICS OF STRONG RFI APPLICATIONS

A well-written and thoughtful RFI application does the following:

- Ensures implemented programs and activities are aligned with academic content standards and assessments (Common Core Standards).

- Provides a detailed rationale for why the school selected the particular Levy focus students and for why the stated strategies will be effective.

- Uses a tiered approach to intervention that addresses multiple barriers to success for students who are performing below grade level or exhibit other risk factors.

- Links desired outcomes to research-based strategies.

- Demonstrates knowledge of how to insure high-quality implementation of strategies to ensure maximum results.

- Specifies what data elements are reviewed, with what frequency (i.e. daily, weekly, monthly, etc.), and by whom to assess the success of the various strategies implemented

- Employs systems for tracking and sharing data among school instructional staff, Expanded Learning Providers, and families.

- Details the specific systems and protocols for routinely coordinating with community partners to discuss student progress towards goals and to make programmatic adjustments accordingly.

- Develops a protocol for assessing and serving students who enter a school mid-year; a major risk factor for student success.

- Ensures that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including, English language learners, immigrants, and refugees.

- Details how the school will coordinate with community partners and other providers to leverage funds and resources to increase the impact of Levy-funded strategies.

Area of Concentration A: Math

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
% of 1st – 2nd grade students meeting or exceeding typical spring-to-spring growth in math	African American and Latino students	25	15%	12	48%	20	80%
% of 3rd grade students meeting standard on math MSP	Entering 3rd graders (focus on students that did not make typical growth on MAP math in 2nd grade)	40	18%	10	25%	14.8	37%
% of 4th and 5th grade students meeting or exceeding typical spring-to-spring growth in math	4th and 5th graders who did not meet standard on MSP the year before	80	40%	15	19%	40	50%

Instructions:

- (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
- (B) Identify the specific students or "Levy focus population" who you will target for services.
- (C)Enter the number of students in SY 2011-12 who fall in your Levy focus population identified in (B).
- (D) Divide (C) by the total number of first-time 9th graders enrolled in SY 2011-12. Estimate numbers to the best of your ability.
- (E) Of (C), enter the number of focus students who achieved the outcome or indicator in SY 2011-12.
- (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
- (G) Enter the number of focus students you expect to meet the outcome/indicator in SY 2013-14. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2011-12 (C).
- (H) Divide (G) by (C).

In addition to the provisions of the Master Agency Agreement that is in place between the City of Seattle's Office for Education and Seattle Public Schools (SPS), herein referred to as the Agency, the schools selected for FEL investments will need to adhere to the following additional contractual conditions that will be detailed in a Project Agreement with SPS. The Project Agreement will include the following sections.

I. OUTCOMES AND SCOPE OF WORK

Section 100. Outcomes and Scope of Work
Throughout the term of the Project Agreement, the Agency shall further the City's Families and Education Levy Goals included in Exhibit A *(description of overall project outcome and indicator targets)* to the Master Agency Agreement and achieve the outcome and indicator targets described in Exhibit A by providing the Scope of Work that is consistent with the program descriptions set forth in Exhibit B (*detailed project description*).

Section 105. Term
The Project Agreement shall begin on **September 1, 2013** and expire on **August 31, 2014.**

II. PAYMENT, RECORDS, AND AUDIT

In addition to all provisions of Section II of the Master Agency Agreement:

Section 205. Compensation
The City shall pay the Agency up to $XX ("Contract Price"). The total Contract Price includes two types of compensation: $XX (75%) in Base Pay and $XX (25%) in Performance Pay. As used in this Agreement, "Base Pay" means reimbursement for the Agency's actual and approved costs that are identified in Exhibit D *(total project budget).* "Performance Pay" means payment that is earned only upon Agency's demonstration that the Work timely achieves the Outcome and Indicator Targets identified in Exhibit A. Performance Pay is payable according to the outcome and indicator compensation table in Exhibit D. In no event shall the total Contract Price exceed $XX.

Section 260. Reports and Information
In addition to all requirements in the Master Agency Agreement and the Tracking to Results Requirements described in Exhibit C (*tracking to results requirements*), the Agency shall timely furnish such other reports and information as may be requested by the Director related to this Agreement or the Work, including statements and data demonstrating the achievement of the minimum Outcome and Indicator Targets set forth in Exhibit A (*description of overall project outcome and indicator targets*). The City shall have the right to withhold payment, to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

III. ADDITIONAL TERMS OF PERFORMANCE

200. Approved Subcontractors
As required by Section 540 of the Master Agency Agreement, the City approves the following subcontractors for the scope of work described below:
- *(list here once known)*

210. Required Subcontract Terms
The Agency shall include the terms and conditions in this Section 210 in all Agency subcontracts for work funded through this Project Agreement.

a. As required by Ordinance 123567, Subcontractor shall comply with all applicable federal, state and City laws and regulations requiring non-discrimination in employment, and Subcontractor shall strive to employ a workforce reflective of the City's diversity.

b. Without limiting the generality of the foregoing, Subcontractor shall not discriminate against any employee or applicant for employment because of race, color, age, sex, marital status, sexual orientation, gender identity, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory, mental or physical handicap, unless based upon a bona fide occupational qualification. Subcontractor shall make affirmative efforts to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, age, sex, marital status, sexual orientation, gender identify, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory mental or physical handicap. Such efforts shall include, but not be limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and selection for training.